

Programme 97.†

L<sub>2</sub>

( September to December, 1923.  
( January to March, 1924, in the Dominions. )

## Parents' National Educational Union.

### The Parents' Union School.

(Address: THE DIRECTOR P.U.S., HOUSE OF EDUCATION, AMBLESIDE.)

Motto: "I am, I can, I ought, I will."

(He shall) "pray for the children to prosper in good life and good literature."—(DEAN COLET).

#### FORM II. (A and B).

PUPILS' NAMES.....

#### Bible Lessons.

In all cases the Bible text must be read and narrated without comment.

A & B For Bible passages see *The Bible for the Young*:  
(a) *Prophets and Kings*, pp. 1-20, by Dr. Paterson Smyth (P.N.E.U. Office, 1/6). (b) *St. Luke's Gospel* (S.P.C.K., 1/-), chapters 1-7. [Suitable parts from chapters in *I. Samuel* ix.-xvii., inclusive; *St. Luke's Gospel*, chapters 1-7.] Teacher to read Lesson (from Paterson Smyth) to bring the passage home to the children, adding comments if necessary. Children may use (c) S.P.C.K. *Bible Atlas* (1/-).

Sunday Reading (optional): *How to Use the Prayer Book*, by Mrs. Romanes (Longmans, 2/-). *The Adventures of Akbar*, by F. A. Steel (Heinemann, 6/), or, *On Trail and Rapid by Dog-sled and Canoe*, by A. H. Cody (Seeley, 3/6). *The Children's Year* (Church Seasons), by the Rev. G. R. Oakley (S.P.C.K., 3/6). *Sidelights on the Bible*, by Mrs. Brightwen (R.T.S., 3/-). (e) *Helps to the Study of the Bible* (Oxford Press, 2/-).

Sunday occupations: The Century Books, see Preface to *The British Museum*. Mottoes and texts written in beautiful lettering (see "Bridges").

† The 97th term of work set since the Parents' Union School began.

For private daily Bible reading children may use *Daily Readings from the Old Testament*, by H. Franklin and L. Montagu (Williams & Norgate, 2/6), or, *Lectiones* (Spottiswoode, 1½d. each). *A Boy's Book of Prayer*, by A. Devine (Methuen, 2/-). *The Winchester Hymn Supplement* (Warren, Tunes 1/9, Words 4d.).

#### Writing.

- A & B *A New Handwriting\** (very important), by M. M. Bridges (P.N.E.U. Office, 5d. a card): practise card 3. Transcribe, with card 6 as model, some of your favourite passages from Shakespeare's *A Midsummer Night's Dream*. Two perfectly-written lines every day.

#### Dictation.

- A & B Two pages at a time to be prepared carefully (see *Home Education*): then a paragraph from one of these pages to be written from dictation, or, occasionally, from memory. Use the books set for reading and history.

#### Composition (written or oral. Narration daily after each lesson).

- A Stories from work set in (a) Citizenship and Reading, or, (b) events of the day, etc., from well-written papers. Write accounts of things of interest seen in the holidays.  
B Stories from the term's reading. Children in B who cannot write easily may narrate part. Write for the P.U.S.A. Magazine (c/o Miss N. Pott, P.N.E.U. Office, 3/3 a year).

#### English Grammar.

- Parse and point out Subjects, Verbs, Objects.  
A Meiklejohn's *Short English Grammar\** (2/-), pp. 93-106; 162-167.  
B *Short English Grammar\**, pp. 1-9, teacher adding exercises.

#### English History.

- A & B *A History of England\**, by H. O. Arnold-Forster (Cassell, 8/6), pp. 326-396 (1553-1603). (British Museum Postcards, Oxford Press, 1/6 set 25, optional).

#### French History.

- A *A First History of France\**, by L. Creighton (Longmans, 5/-), pp. 158-189, to be contemporary with English History.  
B *Stories from French History*, by E. C. Price (Harrap, 5/-), pp. 133-171 (or work with II. A).

#### General History.

- A *The British Museum for Children\**, by Frances Epps (P.N.E.U. Office, 3/6), chapter 3. Teacher study preface. Keep a book of Centuries (P.N.E.U. Office, 2/3), putting in illustrations from all the history studied during the term. *The Ancient World\**, by A. Malet (Hodder & Stoughton, 5/-), pp. 200-251. The British Museum Postcards (Oxford Press, 1/6 a set), Nos. 17, 29.

#### Citizenship.

- A North's Plutarch's *Lives: Aristides\** (Dent, Vol. IV., 2/-): for teacher to read with careful omissions. Smith's *Classical Dictionary* (Dent, 2/6). *Classical Atlas* (Dent, 2/6). *The Citizen Reader\**, by H. O. Arnold-Forster (Cassell, 2/6), pp. 13-46.  
B *Stories from the History of Rome\**, by Mrs. Beesly (Macmillan, 2/6), pp. 1-61.

#### Geography.

- A & B The Ambleside Geography Books, Book III.\* (4/-), pp. 65-102. Map questions to be answered from map in Geography Book and then from memory *before each lesson*. *Round the Empire\**, by Sir George Parkin (Cassell, 3/-), pp. 29-64. *Our Sea Power\**, by H. W. Household (Macmillan, 2/-), pp. 138-159, or Hakluyt's *English Voyages* (Marshall, 3/-), pp. 1-46. Philips' *Atlas of Comparative Geography* (new edition, 3/6). All Geography to be learnt with map. Children to make memory maps; see also tests under *Guiding*. Teacher may find *Out-door Geography*, by H. Hatch (Blackie, 3/-), useful, and Appendix to Ambleside Geography Book IV. (P.N.E.U. Office, 9d.), for the map of Europe.

#### Natural History, etc.

- A & B *The Sciences\**, by E. S. Holden (Ginn & Co., 4/-), pp. 147-182 (children should make the experiments where possible). Keep a Nature Note-book (P.N.E.U. Office, 6d., and see *Home Education*). Make special studies for September to December with drawings and notes: *Countryside Rambles*, by Furneaux, may be used. Tests under P.U.S. Scouting (June P.R., 1920), or "Guiding."

- A *Life and Her Children\**, by Arabella Buckley (Macmillan, 6/-), pp. 167-200.

- B *Life and Her Children\**, pp. 66-102.

#### Picture Study.

- A & B Reproductions\* of six pictures by Holbein (P.N.E.U. Office, 2/-). Teachers see notes in the September *Parents' Review*, 1923.

#### Arithmetic.

Teacher should use *The Teaching of Mathematics*, by I. Stephens (P.N.E.U. Office, 6d.).

- A *A New Junior Arithmetic*,\* by Bompas Smith (Methuen, 4/-), pp. 121-128. Much care with tables and rapid oral work.
- B *A New Junior Arithmetic*,\* pp. 36-45, (additional examples, pp. 60-63), or continue.
- Important: to be read in leisure time: *Number Stories of Long Ago*, by D. E. Smith (Ginn, 2/9).

#### Practical Geometry.

- A *Lessons in Experimental and Practical Geometry*,\* by Hall and Stevens (Macmillan, 2/-), pp. 45-55. *The School Set of Mathematical Instruments* (Macmillan, 1/6).

#### Latin.

- A Scott and Jones' *First Latin Course*\* (Blackie, 2/6), pp. 1-21; continuous passages to be followed by narration, or, *Young Beginners' First Latin Book*\* (Murray, 2/6), pp. 1-4; 17-19; with corresponding exercises, questions, and vocabularies.

#### French.

- A Siepmann's *Primary French Course*,\* Part I. (Macmillan, 3/-), Lessons 13-15 inclusive, with grammar and exercises.
- B Siepmann's *Primary French Course*,\* Part I. (Macmillan, 3/-), Lessons 4-6 inclusive, with grammar and exercises.
- A & B *French Songs*, by Violet Partington (Dent, 9d.). Teacher study Siepmann's preface. Teacher read Lesson aloud, translating with the children's help, and children afterwards narrating in French.

#### Drawing.

- A & B Six (a) wild fruits, (b) studies of animals, that you have been able to watch, in brushdrawing. Studies from objects, following method in, but not copying, *The Art of Drawing*, Albums 5 or 31 (Philip & Tacey, 1/3). Original brushdrawings from scenes in books set for reading. Paint-box with specially chosen brush and colours (P.N.E.U. Office, 3/-)\*: pencil must not be used. Join the P.U.S. Portfolio: for subjects for December see *P.R.*, September, 1923.

#### Recitations.

- A & B Psalm 34, and two suitable passages of about twelve verses each from (a) *I. Samuel*, (b) *St. Luke's Gospel*. Two carols. A scene from Shakespeare's *A Midsummer Night's Dream*. Two poems from *A Book of Verse*,\* edited by Sir Henry Newbolt (Bell, 2/-). Macaulay's *Armada* (Blackie, 3d.).

#### Reading (including holiday and evening reading).

- A & B Books set for Geography, History and Recitations should afford exercise in careful reading.
- Shakespeare's *A Midsummer Night's Dream*\* (Blackie; Plaintext Edition, 6d.).
- A Scott's *Kenilworth*\* (Collins, 2/-). Bulfinch's *Age of Fable*\* (Dent, 2/-), pp. 8-39. (Optional) *Don Quixote* (Vol. I., Dent, 2/-).
- B *The Heroes of Asgard*\* (Macmillan, 4/6), pp. 212-262. Scott's *The Abbot* (Collins, 2/-).

#### Music.

Continue *Child Pianist* (Curwen & Son); teacher using the *Teacher's Guide* (revised edition, 7/6). See also Programme of Music.

#### Musical Appreciation.

Programme of Music (Wagner) to be heard: *Parents' Review*, September, 1923. [Questions will be set on this subject.] *Stories from Wagner*, by J. W. McSpadden (Harrap, 2/6).

#### Singing.

Two English songs from *The National Song Book*, edited by C. V. Stanford (Boosey & Co., words and voice parts 2/- each,\* complete with music 6/-). See also Programme of Music. Three French songs: *Voyez Comme On Danse* (P.N.E.U. Office, 4/6), may be used. *Fifty Steps in Sight-Singing*, by Arthur Somervell, steps 1-4, inclusive (Curwen & Son, 2/6): *Exercises for Pupils* (9d. a set). Teacher use also *Ten Minutes' Lessons in Sight-Singing*, lesson 12-19 (Curwen, 2/6).

#### Drill.

*Syllabus of Physical Training* (H.M. Stationery Office, 1/6), four tables. *Music for use in Mrs. Wordsworth's Classes* (P.N.E.U. Office, 3/6), may be used. *Peasant Dances and Songs of Many Lands*, by Mrs. Kimmins (Evans, 7/6). Ex-Students take House of Education Drills. Teacher would find useful *How to Teach School Dances* (Evans, 4/6).

#### Work.

Help in house or garden. *Useful Cane Work*, by R. M. Jacot (Charles, 3/6), and materials from Charles & Sons, 10, Paternoster Square, London, E.C. Sloyd: Heaton's *Cardboard Modelling* (Newman, 6/-): make four models. (Materials from Arnold & Son, Butterley St., Hunslet Lane, Leeds.) *The Little Girl's (a) Sewing Book*, (b) *Knitting Book* (R.T.S., 2/- each). Make Christmas presents. Children make a garment (see the needs of the

"Save the Children Fund," address: 24 Langham Street, London, W.1.) Boys and girls mend clothes from the wash each week: *First Lessons in Darning and Mending* (P.N.E.U. Office, 2d.), may be used. See also tests under P.U.S. Scouting, or "Guiding." Teacher would find useful *What shall we make?* by M. La Trobe Foster (C.M.S., 1/-).

\* In home schoolrooms where there are children in A as well as in B, both forms may work together, doing the work of A or B as they are able.

N.B. 1.—In grammar (English and foreign) and in mathematics there must be no gaps. Children must go on from where they left off, but they will be handicapped in the future unless they can do the work set for this Form.

N.B. 2.—Each child in A and B should have a copy of all books, etc., marked \* and a set of the Pictures and materials. One copy of the other books is sufficient.

N.B. 3.—For methods of teaching the various subjects see *Home Education*, 5/6, *School Education*, 5/- (P.N.E.U. Office).

N.B. 4.—All books, etc., may be obtained from the Secretary of the P.N.E.U., 26, Victoria Street, London, S.W. 1, as well as exercise books bearing the school motto, 6d. each, and Cambridge paper for the Examination 1/- for 4 quires (*not less*); special clipped book post envelopes, 4d. for 3. Also the School Badge (silver, 4/6, metal, 9d.). School Hat Band (2/3), and Ribbon (2/2 a yard). Ties (cotton 1/-, silk, 2/9). Badges stencilled in washing colours on pale blue linen may also be obtained (4½d. unmounted, 6d. mounted). For P.U.S. blazers (see *P.R.*, January, 1923.)

N.B. 5.—Members are particularly asked to follow the notes under *Our Work* in the *Parents' Review*.

N.B. 6.—*This Programme is for Members of the School only and must not be lent.* Specimen copies of old Programmes can be obtained by members from the Secretary, House of Education, Ambleside.

N.B. 7.—All letters *re* School and Programmes, except book orders, should be sent to Ambleside. The enclosed Order Form for books should be used. Members are asked to send the School Fee direct to Ambleside. P.N.E.U. subscription, money for books, etc., should be sent to the London Office.

Not to be taken away.

Examination 97.

M<sub>2</sub>

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#### FORM II., (A & B).

PUPILS' NAMES .....

#### Bible Lessons.

- I. A & B 1. Describe the anointing of Saul by Samuel.  
2. Give an account of David's visit to the camp of Saul at Elah. Why was he brought before the King?  
A 3. (a), "What aileth the people that they weep?" (b), "To obey is better than sacrifice." (c), "It may be that the Lord will work for us." When were these words used? Tell fully about two of the occasions.
- II. A & B 1. Give an account of the healing of, (a), the leper, or, (b), the Centurion's servant.  
2. "Wist ye not that I must be about My Father's business?" "The Son of Man is Lord also of the Sabbath." When were these words used? Tell the whole story in each case.  
A 3. What do you know of the sermon that Christ preached to His disciples after He had chosen the Twelve Apostles?

#### Writing.

Write (A), 4, (B), 2 lines of poetry from memory.

#### Dictation (unprepared).

(Spelling will be considered throughout the Examination.)

- A *A Midsummer Night's Dream*, Act III., Scene 2, "But we are spirits of another sort . . . yet ere day."  
B *Stories from the History of Rome*, page 5, "So they took . . . Rome."

#### Composition.

1. A story in prose, or verse (not doggerel), about one of the following, — "Wayland Smith," "Roland Graeme," "Puck," "Iduna," "Daphne," a rainbow.  
2. Describe a scene from Scott in which either Queen Mary, or, Queen Elizabeth, appear, or, from "A Midsummer Night's Dream" in which Bottom appears.

### English Grammar.

- A 1. Analyse, parsing the words in italics,—  
*"Only the keeper sees  
 That, where the ring-dove broods,  
 And the badgers roll at ease,  
 There was once a road through the woods."*
2. Make sentences showing by 6 examples, (a), how a change of accent turns a noun into a verb, (b), how nouns are formed from nouns and from verbs.
3. Give, in sentences, four examples each of compound (a), nouns, (b), adjectives, (c), adverbs.
- B 1. Pick out subjects and Predicates in (1) above, and parse each word in line 4.
2. Use, in sentences, the following words, (a), as nouns, (b), as verbs,—box, cart, dream, hand, look, play, shake, winter, tap, bridge.

### English History.

- A & B 1. What do you know of (a), Edward VI., (b), Lady Jane Gray, (c), Cranmer?
2. In what ways did Queen Elizabeth prepare for the Armada? How did the Armada fail?
3. What do you know of Queen Elizabeth in connection with Mary Queen of Scots?

### French History.

- A 1. What do you know of (a), the abdication of Charles V., (b), Coligny, (c), the Duke of Guise?
2. Give a short account of (a), the Conference of Poissy, and (b), the Battle of Ivry.
3. Describe the reforms of Henry IV. and Sully.
- B 1. Give an account of Henry IV. (a), as a little boy, (b), as king.
2. What do you know of Richelieu and La Rochelle?

### General History.

- A 1. From what British Museum manuscripts can we learn about "the coming of the English"? Give some account of them.
2. Write a short account of Hannibal, or, of the life in a Roman home.

### Citizenship.

- A 1. How did Aristides (a), pacify the mutiny, and (b), put an end to a conspiracy of rich noblemen before the battle of Plataea?
2. Describe how Alexander revealed the Persians' secret council to Aristides.
3. In what ways must we all do our duty as citizens? What does a General Election mean? What is the duty of voters?
- B 1. Tell how Lars Porsenna besieged Rome.

### Geography.

- A 1. Give a map of the Peak District, putting in the boundaries, dales, coalfields and chief towns.
2. Give some account of (a), the Welsh marches, (b), the Cheshire salt-beds, (c), the Cotswolds.
3. What do you know of the "waterways" of Canada? Give a rough sketch map.

4. Write an account of the Battle of Cape St. Vincent.
- B 1. What do you know about Worcester and Evesham? How are needles made, and where?
2. Describe the Bristol Channel.
3. Describe (a), "lumbering" in Canada, (b), New Brunswick, (c), Ontario.
4. What do you know about the Battle of the Nile?

### Natural History.

- A 1. Give an account of the habits of (a), the hermit crab, (b), the trap-door spider, (c), the water spider. Describe the way in which a spider weaves her web. Give a diagram.
2. Describe a chemical (a), mixture, (b), solution, (c), combination. How do winds arise?
- A & B 3. Describe, with drawings, three kinds of wild fruits and three kinds of seeds you have found.
- B 1. Describe two kinds of lasso-throwers. How do star-fish walk?
2. Describe and explain, as far as you can, all that happens in a thunder-storm. What is a rainbow?

### Picture Study.

- A & B Describe Holbein's "The Ambassadors."

### Arithmetic.

- A 1. A man spends £11  $\frac{3}{10}$ , gives away £ $\frac{2}{3}$ , and saves £2 $\frac{5}{8}$ . How much money had he at first?
2. A picture that cost £30 fetched £12 10s. 0d. in the auction room. What was the loss per cent.?
3. If 20 men can build a house in 18 days, how many men would be required to build it in 12 days?
- B 1. A piece of cheese weighs 1lb. 12oz. What will be the cost of three such pieces at 9d. per lb.?
2. 3 galls. 3 qts. of water flow through a pipe every minute. How much water would run through in 60 minutes?
3. A penny stamp is 2 cm. 4 mm. long. What is the length of 3 stamps?

### Practical Geometry.

1. Draw a triangle in which  $a=3.2$ ,  $B=72^\circ$ ,  $C=37^\circ$ .
2. Draw a triangle in which  $b=7.8$  cm.,  $c=6.2$  cm., and  $A=118^\circ$ . Measure A, B and C; and verify  $A+B+C=180^\circ$ .
3. Construct a perpendicular at the end A of a given line AB. Then, with ruler and compasses, draw AC, making an angle of  $135^\circ$  with AB.

### Latin.

- A 1. Translate into Latin, Ex. 30 A, p. 76, sentences 6-10, and Ex. 33 A, p. 37, sentences 4-8.
2. Translate into English p. 14, section 25, sentences 1-10.
3. Make 10 sentences of a conversation, using the words,—*fossa, oppido, rex, insula, nautae.*
- B 1. Translate into English the last five sentences of Ex. B, pp. 71-73.
2. Translate into Latin the first five sentences of Ex. B, pages 72 and 71.
3. Give the third person singular and plural of five tenses of the verb *to be*.

French.

- A 1. Describe, in French, picture 14, page 55.  
2. Use the following in sentences,—*où, comment, qu'est-ce qui, qu'est-ce que, combien?*  
3. Use, in sentences, the Imperfect Indicative of,—*pousser, gronder, crier, acheter, arriver.*
- B 1. Say what you can, in French, about the picture No. 4.  
2. Make up five sentences using,—*un peu de, combien de, il y a des, il n'a pas de.*

Drawing. Paper must be cut to "Cambridge" size, and work done with brush and colour.)

- A & B 1. An illustration from "A Midsummer Night's Dream," with title.  
2. A design for a Christmas card with wild fruits, or, animals.

Musical Appreciation.

What works of Wagner have you heard this term? Tell what you can about one of them.

Recitations.\*

Father to choose a hymn, a poem, or a scene from *A Midsummer Night's Dream*, and two passages from the Bible Lessons.

Reading \*

Father to choose an unseen passage, giving marks for enunciation.

Music.\*

Examine in work done and report upon stage reached.

Singing.\*

Father to choose an English and a French song, and two tonic sol-fa exercises.

Drill.\*

Drill, before parents.

Work.\*

Outside friend to examine, but list of handicrafts completed to appear on Report Form.

- N.B. 1.—Examination to begin on Monday, December 10th. Papers to be posted on Saturday, the 15th, *with no other enclosure.* (Please note that the examiners take 7 weeks from the 15th.)
- 2.—Subjects thus indicated (\*) to be marked on the *Parents' Report* according to Regulations.
- 3.—Members are asked to read the Regulations carefully, as much time is lost by the examiners when (a) there is no numbered list of the subjects sent for examination, (b) the papers for each child are not fastened together, or (c) the name of the *member* does not appear.
- 4.—Answers may not be written on both sides of the paper. The papers should be tied together loosely with string.
- 5.—Please note carefully (a) the amount of written work expected in Form I., (b) the Regulations as to the number of papers to be sent in by Schools.